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THE UNIVERSITY OF ALBERTA  
AN EVALUATION OF THE CANADIAN EDUCATION ASSOCIATION  
SHORT COURSE 1966-1970



by  
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A THESIS  
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read,  
and recommend to the Faculty of Graduate Studies for  
acceptance, a thesis entitled "An Evaluation of the  
Canadian Education Association Short Course 1966-1970"  
submitted by Gregory Nelson Kennedy in partial fulfil-  
ment of the requirements for the degree of Master of  
Education.





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## ABSTRACT

The objective of this study was to determine whether the intended purposes of the Canadian Education Association Short Course have been successfully attained. The purposes are:

1. to provide an opportunity for further exploration of problems in educational administration and supervision to members of the course;
2. to provide members with an opportunity of gaining further understanding of leadership philosophies and techniques, including group processes, evaluation and communication;
3. to stimulate the intercommunication of ideas and practices between widely separated areas in Canada, and to work toward the identification of emerging principles of supervision and administration in a Canadian setting.

The data for the study were obtained from questionnaires completed by participants of the Short Course from 1966 to 1970. Of the 442 questionnaires sent to participants, 293 replied, representing a 66 percent return. Some of the findings included the following:

1. The Course provided for the exchange of information and ideas for participants from across Canada.
2. The Course discussed and analyzed major issues in education and was of interest to participants.
3. The Course broadened the contacts of educators in the field.
4. To participants, the stated goals of the Short Course were



achieved.

5. The speakers at the different Short Courses were found to be very effective and challenging in most instances.
6. The Course was of definite benefit to the majority of those who had attended.
7. Participants did gain a better understanding of the leadership process in educational administration.

On the basis of the findings, the following conclusion was drawn: that, in the opinion of the participants over the five year period studied, the Canadian Education Association Short Course has been successful in its stated goals and that the Course should be continued as an educational in-service program for Canadian school administrators.





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## CHAPTER I

### THE NATURE AND SIGNIFICANCE OF THE PROBLEM

#### I. INTRODUCTION AND PURPOSE OF THE STUDY

The Canadian Education Association (C.E.A.) has sponsored an annual Short Course for school superintendents, inspectors and other senior supervisory officials for the past nineteen years. The objectives for the Course are: (1) to provide an opportunity for exploring various problems in educational administration of concern to the participants; (2) to help participants gain further understanding for leadership philosophies and techniques; and (3) to stimulate the exchange of ideas and practices from all parts of Canada.

Each year, between seventy and eighty administrators from across Canada, come to Banff for this two week Short Course. The costs over the past years have increased to the present level of \$650 per participant, which covers all expenses incurred while attending the Course.

At the conclusion of each Short Course, the participants and staff complete an evaluation questionnaire on the general achievement of the Course and on related areas, including such details as accommodations and facilities. The new ideas, techniques and methods that have been studied and discussed during the Course are clear in the minds of the administrators at this time. However, once back in the environment of their own offices surrounded by old administrative methods and techniques that have functioned relatively well over the





years, does the superintendent, inspector, or administrative official now put into practice or implement any of the ideas or techniques obtained at the Short Course? If the organizers of the Short Course knew whether the stated purposes of the Course were being fulfilled or not, they could use the information to reorganize future Courses for greater effectiveness.

## II. IMPORTANCE OF THE STUDY

The 1970 C.E.A. Handbook notes that Canada does not have a Federal Office of Education. Education is the sole responsibility of the provinces, as provided by Section 93 of the British North America Act. The Canadian Education Association has, in part, taken the responsibility of maintaining an awareness throughout Canada of the different aspects of education within the provinces. By means of the Canadian Education Association Short Course, educational administrators are maintaining an association with their counterparts from across Canada. This study would determine, within its limits, the success the Short Course has had and is having in the improvement of school administrative practices throughout Canada, that is, to what degree the Short Course has been successful in its designated purposes.

## III. STATEMENT OF THE PROBLEM

The purpose of this study was to determine the effective benefits of the Canadian Education Association Short Course to those who attended from 1966 to 1970. Evaluation was based on the three acknowledged purposes of the Course: (1) to provide an opportunity for further exploration of problems in educational administration and supervision to members of the Course; (2) to provide members with an



opportunity of gaining further understanding of leadership philosophies and techniques, including group processes, evaluation and communication; (3) to stimulate the intercommunication of ideas and practices between widely separated areas in Canada, and to work toward the identification of emerging principles of supervision and administration in a Canadian setting.

#### IV. DATA COLLECTION

The data for this study were collected by means of a questionnaire sent to all participants, group coordinators and recorders who attended the Short Course between the years 1966 and 1970 inclusively. There were 442 questionnaires sent initially and 293 were received, which was a 66 percent return. Follow-up letters were sent four weeks later to those who did not respond and the additional responses were included in the 293 total.

#### V. TREATMENT OF THE DATA

Data from the questionnaires were coded and transferred to IBM cards. The computer arranged data into frequencies and percentages which were used to compare demographic variables of participants, with certain questions from the questionnaire. The small frequencies in certain participant categories made statistical tests, such as the chi square, unreliable and could not be used.

A number of open-ended questions were asked on the questionnaire and the trends established were included in the results of the evaluation.



## VI. DEFINITION OF TERMS

Evaluation. The term evaluation emerged in the 1930's to describe a broader and somewhat more pragmatic type of inquiry than had been associated with the word measurement. David Wiley (1969) has combined past work done in the definition of the word evaluation and states that "*evaluation consists of the collection and use of information concerning changes in pupil behavior to make decisions about an educational program.*" To use this definition in relation to the Canadian Education Association Short Course, it could be stated that evaluation is the process of determining the extent to which specified objectives have been perceived as being reached and the process of assessing the extent and direction of change resulting from an educational experience. The "pupil" in Wiley's definition, is, in this case, the Short Course participant.

In-Service Education. For many school administrators, regular college courses constitute both pre-service training and in-service development. The same may be said for workshops and short courses sponsored by colleges and universities. In the context of this study, in-service education is seen as being a responsibility to keep administrators informed of new information, new research, and new techniques in education.

Short Course. The Short Course has been offered by the Canadian Education Association each spring, for the past nineteen years, for educational leaders throughout Canada. The Short Course (MacArthur, 1955:5) is essentially a forum for cooperative investigation of problems and a joint examination of possible answers.





## VII. ASSUMPTIONS

There is no way of knowing whether or not a participant of the Short Course changed any of his administrative behaviors or methods. This study, had to assume that the respondent answered the questionnaire to the best of his ability. A second assumption to be made was that the instrument used, the questionnaire, would provide the accuracy needed in an evaluation of this type. It was also assumed that the participants assessed their own behavioral changes as a result of attending the Short Course.

## VII. DELIMITATIONS

The Short Course has operated for nineteen years, but this study was confined to the years 1966 to 1970. These individuals have had enough time to implement any ideas, concepts or new techniques into their administrative systems. Because of the range of personnel involved, that is, administrators from different levels and different parts of Canada, and, because of the large numbers involved (seventy-five to eighty people per year) five years were deemed sufficient for this study.

## VIII. LIMITATIONS

This study was not representative of all educational administrators who have attended the Short Course, since it has operated for nineteen years and this evaluation was only concerned with the latter five years of 1966 to 1970.

The questionnaire may not be varied enough to have allowed the participant to answer fully. Also, if the participant misinterpreted





the meaning of the question, all of the usefulness was lost for that particular question and the researcher would not have any indication that this question had been misinterpreted.

With a study of this nature, the findings could not be generalized to refer to all administrative courses of the Short Course type.

## IX. ORGANIZATION OF THE REPORT OF THE STUDY

Thus far, Chapter I has introduced and stated the problem, indicated the study's significance, stated the purpose of the study, indicated the method of data collection and treatment of the data, defined the key terms, and stated the assumptions, delimitations and limitations of the study. The remainder of this report is organized as follows: Chapter II is a brief history of the Canadian Education Association Short Course. Chapter III reviews related literature under the headings of In-Service Education and Evaluation. Chapter IV is concerned with the questionnaire and a description of the sample. In Chapter V the data obtained from the findings are analyzed and reported. In Chapter VI appears the summary of the investigation's findings, conclusions are drawn and recommendations are made.



## REFERENCES USED IN CHAPTER I

Canadian Education Association

1970     The C.E.A. Handbook.   Canadian Education Association, 2.

R.S. MacArthur

1955     The Superintendency - Leadership In Action.  
           Canadian Education Association, 5.

David Wiley

1969     "The Design and Analysis of Evaluation Studies."  
           C.S.E. Report No. 28, Cited from ERIC ED 030988.



## CHAPTER II

### A HISTORY OF THE CANADIAN EDUCATION ASSOCIATION SHORT COURSE

#### I. INTRODUCTION

This chapter presents a brief history of the Canadian Education Association Short Course, from its initial sponsorship as part of the C.E.A.--W.K. Kellogg Foundation Project, through to its present status as an internationally known, educational in-service project of the Canadian Education Association.

#### II. CANADIAN EDUCATION ASSOCIATION W.K. KELLOGG FOUNDATION PROJECT

*The idea for Foundation assisted programs to improve educational leadership came from a concern and need of people. More than ever before the eyes of citizens in both the United States and Canada have been on the schools during the last decade. Inflated enrolments and costs, overcrowded buildings, the continuing migration of families, all have accentuated the problems of the school . . . . In such a situation the spotlight naturally fell on the school administrator. (W.K. Kellogg Annual Report, 1954:59)*

In November of 1950 the Canadian Education Association executive approached the W.K. Kellogg Foundation, the Ford Foundation and the Carnegie Corporation with the idea of obtaining money to permit the investigation and study of some of the major problems in administration that confronted provincial departments of education. In 1951 the W.K. Kellogg Foundation stated that it was very much interested in the problems of administration in the large school areas of Canada. In December of that year, the Foundation made a





grant of \$230,000 (subsequently raised to \$270,000) to the Canadian Education Association for support of a five-year project in Educational Leadership. The agreement with the Foundation called for a terminal appraisal in the form of an evaluation and planning conference, as the project neared its conclusion. (MacArthur, 1956:2-8)

Part of the project in Educational Leadership sponsored by the C.E.A. Kellogg Project was a series of inter-provincial short courses for practising administrators. Between 1952 and 1956, four three-week courses were held at the University of Alberta and three similar courses were held at Laval University, for French-speaking administrators.

These Short Courses brought together a fund of knowledge of Canadian experiences concerning school administration and supervision. With emphasis upon the functioning of the superintendent in larger school areas, attention was also given to problem areas such as the improvement of instruction, curriculum development, pupil evaluation and reporting, and public understanding. In the conferences sponsored by the Canadian Education Association, working methods were employed with a wide range of consultants and resource material from universities and provincial departments of education.

### III. PURPOSES OF THE SHORT COURSE

The W.K. Kellogg Foundation grant made it possible for the first time in Canadian educational history for an important degree of cooperative effort to be made by superintendents and inspectors to meet and discuss common problems.



The original general purposes of the C.E.A. Kellogg Project were: (Canadian Education, 1951:6-23)

1. to develop techniques and skill among Canadian educational leaders in the solution of problems by cooperative action;
2. to develop principles and procedures designed to improve the effectiveness of Canadian school administrators;
3. to utilize more effectively the contributions of special resource persons (such as political scientists, sociologists and psychologists), teachers, trustees, business officials of school boards, and others in clarifying and developing administrative and supervisory principles;
4. to stimulate the intercommunication of educational ideas and practices between widely separated areas in Canada, and through this, to contribute to Canadian unity and to mutual understanding.

The immediate purposes of the project were:

1. to bring together as a basis for planning and action, a fund of knowledge and material based particularly on Canadian experience with respect to the larger area of school administration and better procedures in supervision;
2. to clarify the functions of superintendents or inspectors of larger school areas, especially non-urban areas;
3. to work out practical solutions to problems now being encountered in larger school areas;
4. to determine the place, importance, and method of achieving good human relations in education;
5. to increase the competence of superintendents and inspectors



in school areas, particularly rural and semi-rural areas where such improvement is most needed, yet most likely to be neglected;

6. to encourage the establishment in a selected faculty of education, of a program of pre-service and in-service training and study in the supervision and administration of larger school areas.

Some outcomes beyond the immediate scope of the project were anticipated: (Canadian Education, 1951:6-23)

1. The project would make one Canadian university the recognized centre in Canada for the advanced study of educational supervision and administration.
2. Several provinces began types of activities which might be considered in-service training programs for their superintendents.
3. Early participation in the project was expected, not only from provincial departments of education, but also from other interested bodies such as school boards, teachers and trustees' associations.
4. Through the development of the project and its evaluation, new administrative principles and new principles and methods of evaluation would make a significant contribution to educational theory and practice.

The main purposes of the project may be considered as part of two more general aims: to increase the competence of superintendents and inspectors, especially in rural and semi-rural areas; and, to develop principles and procedures designed to improve the effectiveness of Canadian school administration generally. (MacArthur, 1956:27)





By 1966 the Short Course purposes became those which are stated at the present:

1. to provide an opportunity for further exploration of problems in educational administration and supervision of concern to members of the Course;
2. to provide members with an opportunity of gaining further understanding of leadership philosophies and techniques, including group processes, evaluation and communication;
3. to stimulate the intercommunication of ideas and practices between widely separated areas in Canada, and to work toward the identification of emerging principles of supervision and administration in a Canadian setting. (1966 C.E.A. Short Course Handbook)

#### IV. THE CANADIAN EDUCATION ASSOCIATION SHORT COURSE

When the C.E.A. Kellogg Foundation Project in Educational Leadership came to an end in 1956, the continuation of an annual Short Course was urged repeatedly from many sides.

In the final evaluation and group reports from the 1956 Short Course, many important ideas and issues had been discussed and studied, such as: (Canadian Education, 1956:7-8)

1. The realization that no problem in school administration or supervision is so unique to the local situation that new light cannot be shed on it, and inspiration gained, from a consideration of similar problems in other parts of Canada and the experiences of others in dealing with them.
2. The realization that the role of the superintendent/inspector should be primarily the improvement of instruction in





the classroom.

3. The need for the application of good human-relations practices in meeting administrative and supervisory situations.
4. The importance for ultimate success, of involvement of all those affected by a decision in the actual process of decision-making.
5. The emerging role of the school principal as a leader in a program of democratic supervision.
6. The importance of group discussion by informed individuals as a tool in solving problems of mutual concern.
7. The idea of evaluation as a process that begins with the setting up of goals, that continues as a device for keeping an activity headed in the right direction, and that culminates in the assessment of achievements in the light of goals as a basis for planning further action.
8. The importance of keeping channels of communication open not only between teachers and the administration, but also between the school and the parents and between the school system and the community.

Accordingly, after discussion and correspondence with educational authorities in each of the provinces, the Canadian Education Association Directors agreed that the C.E.A. should continue the Course for a time as a form of training in school administration and supervision, which would be carried on cooperatively by the provinces and other employing organizations.

As Dr. A.W. Reeves noted in his report of the 1960 Short Course: (Canadian Education, 1960:48)

*Each year that I have worked with this short course I have*



wondered about the advisability of continuing it, but at the end of each course I have come inevitably to the same conclusion. It should be continued. One tends to forget that the membership is new, even though the leadership team is not. I am convinced that the strong recommendation made by every group that the short course should continue is based on a genuine sense of accomplishment. For many of our experienced and well-trained superintendents it is a much needed in-service education; for others it is almost their first introduction to the formal study of school administration.

The 1965 Canadian Education Association Short Course in Educational Leadership marked its thirteenth anniversary and continued to meet the great need in Canadian education:

*In fact in the light of such very rapid changes in the educational scene of some provinces, the C.E.A. Short Course becomes increasingly vital as an institution that provides a free interchange of ideas and information among educators from all ten provinces. (Department of Educational Administration, University of Alberta, 1965:8)*

The Short Course itself has changed in the past nineteen years of its operation. The number of participants has increased from forty-nine in 1953 to seventy-seven in 1970. Table I indicates the classification and province of residence of those participants in the Short Course from 1966-1970, who have responded to the questionnaire. In the past five years the participants have come to represent not only superintendents and inspectors, but a large number have represented other professional educational groups in Canada. These have been the Canadian Teachers' Federation, Canadian School Trustees' Association, Department of Indian Affairs and Northern Development, Corporation Des Enseignants du Quebec and, to a lesser degree, a number of principals, teachers and university students. Leadership personnel at the Short Course has continued to be individuals who have expertise, and interest in the broad areas; program development, administrative problems and instructional leadership. These have included individuals in the academic setting and others from the field of practical administration.



TABLE I

CLASSIFICATION OF SHORT COURSE PARTICIPANTS 1966 TO 1970  
WHO RESPONDED TO THE EVALUATION QUESTIONNAIRE

	<u>ALTA</u>	<u>ONT</u>	<u>BC</u>	<u>SASK</u>	<u>MAN</u>	<u>PQ</u>	<u>NB</u>	<u>NS</u>	<u>PEI</u>	<u>NFLD</u>	<u>NWT</u>	<u>TOTAL</u>
Locally employed	12	56	7	4	7	13	2	5	0	0	0	107
Prov. employed	30	30	11	12	8	5	8	7	2	2	2	117
School Trustees' Assoc.	0	1	2	0	1	0	0	0	0	0	0	4
Canadian Teachers' Federation	1	1	2	1	0	0	1	1	0	0	0	7
School Board Members	1	4	2	0	1	0	0	0	0	0	0	8
Other	1	4	0	1	1	0	0	0	1	0	0	8
<u>Leadership personnel</u>												
Professors of Education	10	4	0	1	1	0	0	1	0	0	0	17
Graduate students	11	2	1	0	0	0	0	0	0	0	0	14
Prov. and locally employed	3	2	2	2	2	0	0	0	0	0	0	11
<u>Total</u>	69	104	27	21	22	18	11	14	3	2	2	293





The length of the Short Courses have been reduced from three weeks in 1953 to two weeks, due mainly to the expenses involved and also the time the participants had to spend away from their jobs and offices. For the last twelve years, after some experimentation with different locations, the Short Course has taken place at the Banff School of Fine Arts, under the direction of a staff member of the Department of Educational Administration of the University of Alberta. (Swift, 1970:18)

During nineteen years of operation the Short Course has had a number of distinguished educators as Directors. Table II indicates the Directors from 1953 through to the present 1971 Short Course.

Over the past five years the general themes of the Short Courses have varied. In 1966 the theme was "The Role of the Superintendent," in 1967 and 1968 the general theme was "The World of the Administrator," in 1969 the Course concentrated to a degree on "Student Activism," and in 1970 the program was entitled "Designs For the 70's." *"The interests of those attending the Short Course were so broad that it is difficult to select any single and meaningful theme around which to build lectures and group discussion."* (Hodgson, 1969:6)

In the Director's report of 1970, Knill (1970:79) notes that the Short Course has become an internationally known and recognized educational conference:

*. . . the CEA Short Course is the only significant annual conference for practising school administrators that has an international reputation . . . The high calibre of papers delivered at the Short Course, and later published in various ways, has also made administrators in other countries aware of the Short Course.*



TABLE II  
SHORT COURSE DIRECTORS FROM 1953 TO 1971

<u>Year</u>		<u>Course Directors</u>
1953	Project Staff	Dr. G.E. Flower Dr. R.S. MacArthur Mr. C.A. Mustard
1954	Project Staff	Dr. G.E. Flower Dr. R.S. MacArthur Mr. E.B. Park
1955	Project Staff	Dr. G.E. Flower Dr. R.S. MacArthur Mr. E.B. Rideout
1956	Project Staff	Dr. G.E. Flower Mr. H.T. Sparby Mr. E.B. Rideout
1957	Director Assis. Director	Dr. G.E. Flower Dr. A.W. Reeves
1958	Director Assis. Director	Dr. A.W. Reeves Dr. G.E. Flower
1959	Director Assis. Director	Dr. G.E. Flower Dr. A.W. Reeves
1960	Director Assoc. Director	Dr. A.W. Reeves Dr. G.E. Flower
1961 1962	Director	Dr. A.W. Reeves
1963 1964 1965 1966	Director	Dr. H.T. Sparby
1967 1968 1969	Director	Dr. E.D. Hodgson
1970 1971	Director	Dr. W.D. Knill



## V. SUMMARY

The Canadian Education Association Short Course is a two-week conference held in Banff, Alberta for senior school administrators from across Canada. The purposes of the Short Course are:

1. to provide an opportunity for further exploration of problems in educational administration and supervision of concern to members of the Course;
2. to provide members with an opportunity of gaining further understanding of leadership philosophies and techniques, including group processes, evaluation and communication;
3. to stimulate the intercommunication of ideas and practices between widely separated areas in Canada, and to work toward the identification of emerging principles of supervision and administration in a Canadian setting. (1966 C.E.A. Short Course Handbook)

The Short Course began in 1952 supported by the C.E.A.--W.K. Kellogg Foundation Project. By 1956 the Kellogg Foundation grant ended and the continuation of an annual Short Course was strongly urged. Agreement with provincial and local educational authorities was reached and the Canadian Education Association has since 1956 operated the Short Course, in conjunction with the Department of Educational Administration at the University of Alberta.



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## CHAPTER III

### A REVIEW OF THE LITERATURE ON IN-SERVICE EDUCATION AND EVALUATION

#### I. INTRODUCTION

Our rapidly changing society and its implications for educational change, the continuing increase in pupil enrolments and numbers of teachers, and the need for improved school leadership, culminate in the fact that professional school people need to work continuously to keep abreast of what they must know and must be able to do.

The development of the kind of leadership from principals, supervisors, curriculum directors and superintendents necessary to facilitate the use of human resources is largely dependent upon in-service education. Teachers or school administrators cannot depend upon the knowledge they obtained over the years in their pre-service education regarding human growth and the development in learning. No one enters any profession fully qualified for the duties and responsibilities he must assume. So much new knowledge is being accumulated in the area of education that it must be widely and continuously disseminated throughout the profession.

Because of the nature of the educational enterprise it is as important to measure what is put into the school as it is to measure and form judgments about what the school produces. Evaluation seeks simply to provide answers to two questions: *"How well are we doing*



*that which we are doing?" and "Are we doing that which we should be doing?"* (Educational Leadership in the Superintendency, 1954:107)

## II. THE NECESSITY OF IN-SERVICE EDUCATION

Gathercole (1962:9) noted that in order to become a successful teacher or a competent administrator, the individual must continue to be a student at all times. Gathercole outlines three major reasons for continuing to study even though one has reached the position for which he has been trained. The first reason is that with all of a person's schooling and training he still has not had the time or opportunity to study all the information there is in one particular subject field. A second reason for continuous education is the idea that one can never learn all he needs to know from reading books or studying "endless" theories presented to him at university. As Gathercole remarks, (1962:9) "*. . . true competence comes with thoughtful application of academic knowledge and reflection on the consequences of actions taken.*" His third reason is the idea that there is continuous development in all areas, particularly in education these days, and an individual could never hope to read and understand all of the new developments and discoveries taking place around him. The only way educators can keep up with the changing times is to continue to study, read and participate in in-service training.

One particularly important reason for in-service education for a superintendent is his isolation; professional isolation, even in the midst of many people and a "no time-to-himself routine." Unlike most other professional people the superintendent does not have a chance to "talk shop" with other superintendents since usually he is the only one in an area. An in-service program such as the Canadian Education



Association Short Course allows these people a chance to interact with people at their own level of responsibility.

The quality of public education anywhere in the country is going to depend to a great degree upon the quality of its administrators. Public school administration involves such a large number of persons that only a program built upon a base of participation can be effective. Without opportunities for school administrators to engage in vigorous study and discussion of educational problems and issues, through which they can continuously grow and develop, the educational program will probably be outmoded.

*To retain professional effectiveness, stature and dignity, the school administrator must continue steadfastly to improve himself, to remain abreast of, often sharing in, innovation to create for himself a disciplined program of in-service advancement. If he does not do this, swift changing situations and expectations from the community and the faculty will pass him by. (ASSA, 1960:87)*

### III. THE SUCCESS OF IN-SERVICE TRAINING

Industry after industry has found it profitable in recent years to give time off and pay expenses necessary for top administrators to attend short-term schools for executives. This type of training for a practicing administrator should be thought of as an investment for the future rather than a cost at the present. Most students of public school administration would probably agree that administrators of better school systems participate in more in-service activities than do administrators in less favoured districts. The conclusion is that when there is participation on the part of administrators in professional growth activities, there is a definite quality in the educational program.

A study made by Southwestern Cooperation Programs in Educational





Administration (CPEA) dealt with superintendents who managed to improve their professional competence from day to day and to take advantage of many opportunities for in-service growth. This study accepted as a working hypothesis the idea that outstanding superintendents are those who have experienced marked growth on the job. A description of the study is noted by Hollis A. Moore (1957:56-59):

*The interview data pointed to the conclusion that outstanding superintendents are distinguished by their genuine concern for continued professional growth. Their drive for in-service improvement is characterized by a sense of the intense importance of education and their ability to turn the conditions and experiences of their job into learning situations. They firmly reject the notion that the barriers to effective utilization of in-service opportunities are insurmountable. It's not a question of whether you can afford the time for continued study, they said, you can't afford not to.*

#### IV. EVALUATION OF IN-SERVICE ACTIVITIES

The success of a school administration is not easily measured. The schools make no profit and their expenses continue to grow in an aggravating manner because of many reasons, including the increase in the number of children served and the growing demands by the public for better education of their children. Probably the most important, yet, at the same time, the most difficult part of in-service training is its evaluation. The basis of all evaluation must be in the ultimate improvement of learning and growth on the part of the students. Improvement of administrators, both as individuals and as a group, therefore must be evaluated by results in better supervision or instruction or the provision of a better learning environment. The process of evaluation itself is a great stimulus for improvement.

The nature of the Canadian Education Association Short Course itself makes evaluation very difficult:



*Involving the whole field of educational administration and supervision, in ten provinces, the purposes of the project as a whole and the objectives of its particular activities are necessarily broad and inclusive. (MacArthur, 1954:6)*

However, evaluation does offer a powerful device for progressively clarifying objectives of any particular activity. It will also help relate activities more closely to their purposes and provide basic information for future planning.

## V. PRINCIPLES OF EVALUATION

In a paper presented to the National University Extension Association (1961:3-4) which described a Workshop on Evaluation, a summary of principles of evaluation was stated. It can be seen how these principles can be related to this study.

1. Define the educational objectives in terms of their subject matter and behavioral dimensions. In this study the educational objectives are the three purposes of the Short Course: (a) to provide an opportunity for exploring various problems in educational administration, (b) to provide members with an opportunity for gaining further understanding of educational leadership, and (c) to stimulate the exchange of ideas among persons who come from every part of Canada.
2. Specify the particular ways in which the individual can exhibit cognitive or behavioral growth or understanding. This step was the object of the questionnaire sent to all participants of the Short Course including the years 1966 to 1970.
3. Develop situations in which the individual can show how



well he understands and applies the principles and facts he has learned. This aspect was accomplished by the use of the questionnaire, assuming that the participants answered honestly all of the questions to the best of their ability.

4. Analyse and appraise the response the individual makes.

This was done through the analysis of responses to the questionnaire. Questions that were closely related to the stated purposes of the Short Course were given a more detailed analysis. The personal variables of: year in attendance at the Short Course, age category, and position now held were compared to these particular questions.

5. Use and report the data obtained by the evaluation. This includes diagnosing program deficiencies, and determining the extent to which progress or growth has been achieved. As was stated in the cover letter of the questionnaire to the participants (Appendix), "*. . . your cooperation in this evaluation will give us the information necessary to evaluate the Short Course on the bases of its long-term impact on the members.*"

## VI. CONCLUSION

Evaluation of the Short Course has been carried out at the end of each Course by the participants. As Table III indicates the participants grade most aspects of the Short Course very highly. One reason for these consistent positive results in the scoring is that most of the ideas, and thoughts of those who have just completed the Course





TABLE III

A SUMMARY OF RATINGS FROM EVALUATION QUESTIONNAIRES 1966-1970  
ADMINISTERED ON THE LAST DAY OF EACH OF THE SHORT COURSES

	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
<u>Attainment of general purposes</u>					
Explored problems of concern	3.9	4.7	4.4	4.0	4.0
Understanding of leadership and group processes	3.8	4.5	4.0	4.0	4.2
Intercommunication of ideas	4.4	4.7	4.5	4.5	4.3
Suitability of purposes	4.1	4.5	4.2	4.0	4.1
<u>General organization of the Course</u>					
Workshop procedures used	4.1	4.5	4.4	4.3	4.3
Time allotment among activities	4.3	4.6	4.0	4.2	4.0
<u>Activities of the Course</u>					
Lecture series:					
Suitability of topics	4.2	4.5	3.7	3.8	4.2
Effectiveness of lectures	4.1	4.1	3.4	3.7	4.0
Operation of lecture sessions	4.3	4.5	4.1	4.0	4.0
Sessions following the lectures	-	4.1	4.2	4.0	3.8
Work in problem-area groups	3.9	4.2	4.4	4.0	3.8
Recreation	4.3	4.0	4.0	4.1	4.4
<u>Accommodation and facilities</u>					
Sleeping and eating	-	-	4.2	4.1	4.0
Meeting and accommodation	-	-	4.6	4.6	
Secretarial facilities	-	-	4.3	4.6	
Reference facilities	-	-	-	-	3.7

Figures given are mean ratings from 1(low) to 5(high)





are very fresh and active in the minds of the participants. As

Goldhammer (1968:183) notes:

*Every individual engaged in a professional career needs regular and continuing participation in various forms of in-service education of administration and related agencies, the continuous in-service education of administrators is one of the most imperative needs for the revitalization of education in our society.*

## VII. SUMMARY

The literature reviewed in this chapter on in-service education and evaluation continually states that in order for an educational program, administration, or an administrator to be successful, they must be in touch with the present. New discoveries, new theories and new methods are continually being developed for us in today's education.

The individual administrator who has had his pre-service training at university cannot hope to always be aware of these new educational ideas. By means of periodic training sessions such as the Canadian Education Association Short Course the administrator can be kept up to date in certain areas for which he may be responsible.

Evaluation of these programs can then provide some insight into the appropriateness and level of the educational objectives of the program and also continually appraise the overall effectiveness of certain methods, materials and procedures used in accomplishing these objectives.



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## CHAPTER IV

### THE QUESTIONNAIRE AND DESCRIPTION OF THE SAMPLE

#### I. THE QUESTIONNAIRE

The data for this study were obtained from the returns of the questionnaire sent to all participants, group leaders and recorders who attended the Short Courses between 1966 and 1970. The questionnaire was composed of five major areas of concern; personal data, Course activities and program subject matter, attainment of the general purposes of the Course, general organization of the Course, and the participant's own reaction to the Course. The majority of questions were multiple choice, while a certain number of questions were of the open-ended variety to allow personal responses.

One of the difficulties encountered with the questionnaire was the number of returned, unanswered questionnaires. This was due, to a large degree, to the lack of forwarding addresses of participants, in particular those of 1966 and 1967. Also, a small proportion of the leadership personnel returned the questionnaire unanswered, as they did not feel it appropriate for them to answer or that their answers would not be valid.

#### II. QUESTIONNAIRE CONSTRUCTION

Use of the mailed questionnaire, in spite of its known limitations was based on its obvious advantages over other methods of gathering data. It provided the researcher with a relatively efficient





means of obtaining factual information or opinions from a selected sample of people. The method was especially advantageous in situations where respondents may have wished to reveal professionally unacceptable views, in which case the researcher requested that the questionnaire be returned anonymously.

One of the most serious limitations of the questionnaire survey is the possibility of a low rate of return. Kerlinger (1967: 397) for example states: "*. . . that returns of less than forty to fifty percent are common, higher percentages are rare.*" Researchers planning to use this method of gathering data must therefore be aware of, and be prepared to overcome these weaknesses. An investigation of the literature suggests some methods for improving returns.

Probably one of the most important factors in determining the percentages of response is the letter of transmittal which accompanies the questionnaire. (Borg, 1963) It must briefly and clearly explain the problem, and convince the respondent that his valuable time would be well spent in answering the questionnaire. The researcher's promise to regard all data as confidential should also appear here. Reference to a well-known organization, institution or individual associated with the study should also be included in the letter, if possible, to aid in increasing the number of returns.

Questionnaire appearance and format are other important considerations. Research indicates, for example, that reproduction by multilithing is preferable to mimeographing or dittoing. (Taylor, 1951) The literature further suggests that the method by which the respondent is to select his responses should be simple. Even the face value of the postage stamp affixed to the self-addressed return envelope is apparently a factor determining the rate of returns.



With all of these points in mind, 442 questionnaires were sent to the participants who attended the Short Course between the years 1966 to 1970. A follow-up letter was sent to participants who had not responded within four weeks. A 66 percent return of the questionnaires was received.

### III. PERSONAL CHARACTERISTICS OF RESPONDENTS

Table IV indicates that of the total of 442 questionnaires sent to Course participants from 1966 to 1970, 293 responded which were usable, representing 66.3 percent of the total. For the year 1966 there was a 57.5 percent response to the questionnaire. This percentage changed to 76.4 percent in 1969, and 75.8 percent in 1970. The overall increase in response was due mainly to the availability of current addresses of recent Course participants. Another reason could have been due to the clearer recollection of Course events by the participants of 1969 and 1970 over those particularly of 1966 and 1967.

Table V indicates that the age of the majority of Course participants tended to be in the middle-age category. In their report, Barbeau and others, (1970:84) note that:

*While Banff is an excellent setting for the course, the natural surroundings are indeed so magnificent that there may be a tendency on occasion for a member to be selected for the course by his employers largely as a kind of reward for long and loyal service. It is hard to know what might be done about this, except to point out that the relatively young man, still in the formative stages of his career, is likely to profit most from the course, and contribute most on his return.*



TABLE IV  
RESPONSE TO THE QUESTIONNAIRE BY  
PARTICIPANTS OF 1966 TO 1970  
(N=293)

<u>Year</u>	<u>Number of responses</u>	<u>Not returned or unusable</u>	<u>Total</u>	<u>Percent usable</u>	<u>Total percent</u>
1966	46	34	80	57.6	15.7
1967	46	40	86	53.5	15.7
1968	61	31	92	66.3	20.8
1969	68	21	89	76.4	23.2
1970	72	23	95	75.5	24.6
Total	293	149	442	66.3	100.0



TABLE V  
PRESENT AGE OF COURSE PARTICIPANTS  
FOR THE YEARS 1966 TO 1970

Age	Total	Percentage
20-29	4	1.4
30-39	63	21.5
40-49	116	39.6
50-59	83	28.3
60-	27	9.2
<u>Total</u>	293	100.0

Table VI and Table VII indicate that the majority of participants attending the Short Course over the last five years have been employed either as superintendents, inspectors, directors or supervisors. The Short Course has, since its establishment, been concerned primarily with educational administration and supervision. In the last few years the Short Course has had an increase in the number of locally employed administrators compared to those provincially employed. Table VII shows a decrease of nearly 9 percent in this category. This is owing to the increase in the number of local school boards employing their own superintendents.

Educators, other than superintendents, or inspectors have been invited to the Short Course in recent years, such as school board members, school trustees, principals and teachers.





TABLE VI  
 POSITION HELD AT THE TIME OF ATTENDING THE SHORT COURSE  
 BY THOSE RESPONDING TO THE QUESTIONNAIRE  
 (N=293)

Position	Total	Percentage
Superintendent, Inspector, Director locally employed	107	36.5
Superintendent, Supervisor, Director provincially employed	117	39.9
School Board Member	8	2.7
School Trustees' Association Member	4	1.4
Canadian Teachers' Association Member	7	2.4
Professors of Education	17	5.8
Graduate Students	14	4.8
Other	19	6.5
<u>Total</u>	293	100.0



TABLE VII

POSITION PRESENTLY HELD BY PARTICIPANTS  
RESPONDING TO THE QUESTIONNAIRE  
(N=293)

Position	Total	Percentage
Superintendent, Inspector, Director locally employed	122	41.6
Superintendent, Supervisor, Director provincially employed	96	32.8
School Board Member	7	2.4
School Trustees' Association Member	2	0.7
Canadian Teachers' Association Member	4	1.4
Professors of Education	23	7.8
Graduate Students	7	2.4
Other	32	10.9
<u>Total</u>	293	100.0



Table VIII indicates the provincial residence of participants at the time of attending the Short Course. Alberta and Ontario had the largest representations each year, from 1966 to 1970.

TABLE VIII  
RESIDENCE AT THE TIME OF ATTENDING THE SHORT COURSES 1966 TO 1970  
(N=293)

<u>Province</u>	<u>Frequency</u>	<u>Percentage</u>
Alberta	69	23.5
British Columbia	27	9.2
Manitoba	22	7.5
New Brunswick	11	3.8
Newfoundland	2	0.7
North West Territories	2	0.7
Nova Scotia	14	4.8
Ontario	104	35.5
Prince Edward Island	3	1.0
Quebec	18	6.1
Saskatchewan	21	7.2
<u>Total</u>	293	100.0

IV. SUMMARY

For this study 442 questionnaires were sent to participants who had attended the Short Course from 1966 to 1970. Two hundred and ninety-three questionnaires were returned, representing 66 percent of the total.

The largest number of responses was received from those who had attended the Short Course in 1968, 1969 and 1970. The personal data





from the questionnaires indicated that the majority of respondents were middle-aged superintendents, inspectors, directors or supervisors, locally and provincially employed. The largest number of Course participants were from Alberta and Ontario.



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## CHAPTER V

### ANALYSIS OF THE DATA

#### I. INTRODUCTION

This Chapter presents an analysis of the data. The description of the findings and discussions are presented in the four major sections of the questionnaire. The first section is concerned with the Course activities and program subject matter; the second section is concerned with the attainment of the general purposes of the Short Course; the third deals with the general organization of the Course; and the fourth section deals with the participants' own general reaction to the Course. Detailed analysis were given to certain questions that deal more directly with the stated purposes of the Short Course. Frequency distributions and percent equivalents for certain independent demographic variables were compared to responses given to particular questions.

In many instances, participants were given the opportunity to comment on all aspects of the Short Course within the four sections of the questionnaire. A number of the positive and negative comments were presented, and in many instances statistical evidence to further verify the statements were given. These comments were chosen by the researcher and the attempt was made to represent the overall opinions of the participants on the different aspects of the Short Course.

#### II. COURSE ACTIVITIES AND PROGRAM SUBJECT MATTER

Table IX summarizes the participants' responses to the Course activities and program subject matter by means of the frequency of



TABLE IX

FREQUENCIES AND PERCENTAGES OF COURSE  
ACTIVITIES AND PROGRAM SUBJECT MATTER  
(N=293)

	Very much so f %	To some extent f %	Not at all f %
Course provided new information	112 38.2	176 60.1	5 1.7
Course was too general for my purposes	13 4.4	110 37.5	170 58.0
Course was too complex	1 0.3	27 9.2	265 90.4
Course provided me with specific ideas	83 28.3	200 68.3	10 3.4
Course was valuable for practical application in my administrative situation	69 23.5	200 68.3	24 8.2
Course was too theoretical	5 1.7	90 30.7	198 67.6
Course was of interest to me	232 79.2	60 20.5	1 0.3
Course discussed major issues in education	182 62.1	109 37.2	2 0.7
Course analyzed these major issues	71 24.2	219 74.7	3 1.0
Program drew on a wide variety of different resources inside and outside of education	121 41.3	157 53.6	15 5.1





responses and the percentage of responses. The Table indicates that the Course provided "very much" new information to 38.2 percent of the participants, while 60.1 percent felt they received new information, "to some extent." One participant mentioned that:

*Participation in our group was limited and only on a voluntary basis. I feel that if each member were made responsible for some formal presentation on some specific topic, that the remainder of the group would become more knowledgeable. As a result many times we had to listen to what was happening in Ontario and Alberta.*

The idea that "all the participants needed was the opportunity to let their hair down and unwind," is supported by the fact that 90.4 percent of the participants agreed that the Course was not too complex. The Short Course is designed to operate informally in most instances, however, some individuals did desire a more structured and formalized type of conference. Some of the participants said that:

*To many, the Course was just a holiday.*

*Some of the ideas presented at this Course had been seen in published form, prior to the Course, but the great advantage offered by the Course was the chance to discuss the ideas with the originator and exchange points of view concerning these ideas.*

*Course provided an opportunity to discuss desired topics with other participants.*

The majority of participants did agree that the program drew on a wide variety of different resources inside and outside of education. As Table IX indicates, 41.3 percent answered, "very much so," to this question and 53.6 percent indicated, "to some extent."

#### Course Was Valuable for Practical Application in My Administrative Situation

The question in this section which related most closely to the purposes of the Short Course was: Course was valuable for practical application in my administrative situation. Table X gives a detailed



TABLE X

FREQUENCY DISTRIBUTIONS, PERCENT EQUIVALENTS FOR EACH PERSONAL VARIABLE  
 COMPARED TO THE QUESTION: COURSE WAS VALUABLE FOR PRACTICAL  
 APPLICATION IN MY ADMINISTRATIVE SITUATION

Variable	Very much so		To some extent		Not at all		Totals	
	f	%	f	%	f	%	f	%
1966	9	19.6	34	73.9	3	6.5	46	15.7
1967	9	19.6	34	73.9	3	6.5	46	15.7
1968	25	41.0	34	55.7	2	3.3	61	20.8
1969	14	20.6	48	70.6	6	8.8	68	23.2
1970	12	16.7	50	69.4	10	13.9	72	24.6
Totals	69	23.5	200	68.3	24	8.2	293	100.0
20-29	3	75.0	1	25.0	0	0.0	4	1.4
30-39	14	22.2	43	68.3	6	9.5	63	21.5
40-49	23	19.8	78	67.2	15	12.9	116	39.6
50-59	20	24.1	60	72.3	3	3.6	83	28.3
60-	9	33.3	18	66.7	0	0.0	27	9.2
Totals	69	23.5	200	68.3	24	8.2	293	100.0
Locally employed	34	27.9	80	65.5	8	6.6	122	41.6
Prov. employed	21	21.9	66	68.8	9	9.4	96	32.8
School Bd	3	42.9	4	57.1	0	0.0	7	2.4
Trustees' assoc.	0	0.0	0	0.0	2	100.0	2	0.7
CTF mem.	0	0.0	4	100.0	0	0.0	4	1.4
Professor	3	13.0	16	69.6	4	17.4	23	7.8
Grad. student	3	42.9	4	57.1	0	0.0	7	2.4
Other	5	15.6	26	81.3	1	3.1	32	10.9
Totals	69	23.5	200	68.3	24	8.2	293	100.0
Position now held								



analysis of the responses to this question with reference to the year in attendance, age category and the position the participant now holds.

Table X indicates that of the five-year period of this study, the participants of 1968 found the Course of most practical value to their administrative situation.

Younger participants aged 20 to 29 (75 percent), school board employees (42.9 percent), and graduate students (42.9 percent) found the Course to be of most practical value to them. Those participants who found the Course of no practical value were the 1970 Short Course (13.9 percent), participants aged 40 to 49 (12.9 percent), trustees' association members (100.0 percent), and professors (17.4 percent).

The average for the three personal variables; year of attendance, age and position now held; in relation to the question: Course was valuable in my administrative situation, indicated that 23.5 percent answered "very much so," 68.3 percent responded "to some extent", and only 8.2 percent answered that the Course was of no value to them.

#### Further Comments by Participants on the Course Activities and Program Subject Matter

*Careful planning, "bull sessions," related atmosphere all contribute to a free exchange of ideas.*

*Program ranged from general to specific and from theoretical to practical.*

*Activities and program matter were relevant to me as I was just entering the Superintendency.*

*I would like to see fewer "main line" speakers and utilize more resource people at the group level.*

*We were subjected to the same "respected hoary heads" who were content to mouth the party line.*

*The Course forced us to think critically about our jobs and our aims. This was a bit shocking, but worthwhile.*





*Program matter could have been limited, and therefore pursued in greater depth.*

*Program was not inspiring, a lack of impact revolved around the lack of relation between the speeches and the group work.*

*There was too much emphasis on upper and post secondary education and not enough on elementary education.*

### III. ATTAINMENT OF THE GENERAL PURPOSES OF THE SHORT COURSE

Table XI summarizes the responses to questions relating to the attainment of the general purposes of the Short Course. In all but three of the questions 90 percent or more of the participants indicated "very much so," or "to some extent" in answering, with regard to the attainment of the general purposes of the Short Course.

In the question regarding an increase in the understanding of research in education, 29.7 percent of the participants indicated that the Course did not help them in this area. Thirty-seven point nine percent of the participants responded to the fact that the Course did not help them solve a job-related problem, and 15.4 percent did not incorporate any of the ideas they received at the Short Course into their administrative practice.

#### Exchanged Information and Ideas

Table XII summarizes in detail the responses to the question: Exchanged information and ideas. The participants indicated that 80.9 percent of them did exchange information and ideas "very much so" while attending the Short Course. The year 1966 was the lowest of the five years, reaching only 69.6 percent. As one participant noted:

*The Course gave me information which helped develop a clearer concept of individual job roles involved in the educational field.*



TABLE XI

FREQUENCIES AND PERCENTAGES ON THE ATTAINMENT  
OF THE GENERAL PURPOSES OF THE SHORT COURSE  
(N=293)

	Very much so		To some extent		Not at all	
	f	%	f	%	f	%
Learned new ideas	88	30.0	200	68.3	5	1.7
Exchanged information and ideas	237	80.9	55	18.8	1	0.3
Helped me perform my work more effectively	59	20.1	215	73.4	19	6.5
Broadened my contacts in the field of education	233	79.5	58	19.8	2	0.7
Obtained an up-dating of administrative development	72	24.6	199	67.9	22	7.5
Helped continue my development in the administrative field	96	32.8	188	64.2	9	3.1
Furthered my understanding of the leadership process	91	31.1	185	63.1	17	5.8
Gained a better understanding of administrative techniques	46	15.7	220	75.0	27	9.2
Increased my understanding of research in education	25	8.5	181	61.8	87	29.7
Achieved, in my mind, the stated Short Course objectives	149	50.9	141	48.1	3	1.0



TABLE XI (continued)

	Very much so	To some extent	Not at all
	f %	f %	f %
Helped me solve a job-related problem	23 7.8	159 54.3	111 37.9
Incorporated ideas from the Course into my administrative practice	16 5.5	232 79.2	45 15.4



TABLE XII

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH  
PERSONAL VARIABLE COMPARED TO THE QUESTION:  
EXCHANGED INFORMATION AND IDEAS

Variable	Very much so		To some extent		Not at all		Totals		
	f	%	f	%	f	%	f	%	
<u>Year attended</u> <u>Course</u>	1966	32	69.6	13	28.3	1	2.2	46	15.7
	1967	40	87.0	6	13.0	0	0.0	46	15.7
	1968	54	88.5	7	11.5	0	0.0	61	20.8
	1969	55	80.9	13	19.1	0	0.0	68	23.2
	1970	56	77.8	16	22.2	0	0.0	72	24.6
	Totals	237	80.9	55	18.8	1	0.3	293	100.0
<u>Age category</u>	20-29	4	100.0	0	0.0	0	0.0	4	1.4
	30-39	47	74.6	16	25.4	0	0.0	63	21.5
	40-49	91	78.4	24	20.7	1	0.9	116	39.6
	50-59	73	88.0	10	12.0	0	0.0	83	28.3
	60	22	81.5	5	18.5	0	0.0	27	9.2
	Totals	237	80.9	55	18.8	1	0.3	293	100.0
<u>Position</u> <u>now held</u>	Locally employed	105	86.1	17	13.9	0	0.0	122	41.6
	Prov. employed	76	79.2	20	20.8	0	0.0	96	32.8
	School Bd	6	85.7	1	14.3	0	0.0	7	2.4
	Trustees' assoc.	2	100.0	0	0.0	0	0.0	2	0.7
	CTF mem.	2	50.0	2	50.0	0	0.0	4	1.4
	Professor	17	73.9	5	21.7	1	4.3	23	7.8
	Grad. student	5	71.4	2	28.6	0	0.0	7	2.4
	Other	24	75.0	8	25.0	0	0.0	32	10.0
	Totals	237	80.9	55	18.8	1	0.3	293	100.0





### Helped Me Perform My Work More Effectively

Table XIII summarizes the participants' responses to the question: Helped me perform my work more effectively. Only 20.1 percent indicated that the Course did help them very much, while the majority, 73.4 percent indicated that the Course helped them perform their work, "to some extent," more effectively.

The youngest participants aged 20 to 29 (50.0 percent) and the oldest participants aged over 60 (37.0 percent) found that the Course helped them very much in performing their work more effectively. While, 11.2 percent of participants aged 40 to 49 found that the Course did not help them at all.

Some comments on this aspect of the Short Course were:

*I think my supervision and subsequent evaluations were more consistent following my attendance at the Short Course.*

*The Course motivated me to attempt innovations in organizing for instruction.*

*Regional Development - Ontario was just moving into that area, and I learned some ideas as what not to do.*

*In teaching Educational Administration at the University level, I have used as references many of the papers delivered at the Short Course.*

### Broadened My Contacts in the Field of Education

Table XIV summarizes the responses to the question: Broadened my contacts in the field of education. The majority of participants, 79.5 percent indicated that the Course had broadened their contacts very much.

Participants attending in 1968 (85.2 percent), those 30 to 39 years of age (82.5 percent), participants over 60 (85.2 percent) and locally employed personnel (85.2 percent) were among the highest who found that the Course helped them in this particular aspect.



TABLE XIII

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH  
PERSONAL VARIABLE COMPARED TO THE QUESTION:  
HELPED ME PERFORM MY WORK MORE EFFECTIVELY

Variable	Very much so		To some extent		Not at all		Totals		
	f	%	f	%	f	%	f	%	
<u>Year attended</u> <u>Course</u>	1966	11	23.9	33	71.7	2	4.3	46	15.7
	1967	12	26.1	33	71.7	1	2.2	46	15.7
	1968	15	24.6	43	70.5	3	4.9	61	20.8
	1969	11	16.2	51	75.5	6	8.8	68	23.2
	1970	10	13.9	55	76.4	7	9.7	72	24.6
	Totals	59	20.1	215	73.4	19	6.5	293	100.0
<u>Age category</u>	20-29	2	50.0	2	50.0	0	0.0	4	1.4
	30-39	10	15.9	49	77.8	4	6.3	63	21.5
	40-49	21	18.1	81	70.7	13	11.2	116	39.6
	50-59	16	19.3	65	78.3	2	2.4	83	28.3
	60-	10	37.0	17	63.0	0	0.0	27	9.2
	Totals	59	20.1	215	73.4	19	6.5	293	100.0
<u>Position</u> <u>now held</u>	Locally employed	27	22.1	90	73.8	5	4.1	122	41.6
	Prov. employed	18	18.8	70	72.9	8	8.3	96	32.8
	School Bd	1	14.3	6	85.7	0	0.0	7	2.4
	Trustees' assoc.	1	50.0	0	0.0	1	50.0	2	0.7
	CTF mem.	0	0.0	4	100.0	0	0.0	4	1.4
	Professor	3	13.0	16	69.6	4	17.4	23	7.8
	Grad. student	2	28.6	5	71.4	0	0.0	7	2.4
	Other	7	21.9	24	75.0	1	3.1	32	10.9
	Totals	59	20.1	215	73.4	19	6.5	293	100.0



TABLE XIV

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH PERSONAL  
VARIABLE COMPARED TO THE QUESTION: BROADENED  
MY CONTACTS IN THE FIELD OF EDUCATION

Variable	Very much so		To some extent		Not at all		Totals	
	f	%	f	%	f	%	f	%
1966	34	73.9	11	23.9	1	2.2	46	15.7
1967	35	76.1	11	23.9	0	0.0	46	15.7
1968	52	85.2	8	13.1	1	1.6	61	20.8
1969	56	82.4	12	17.6	0	0.0	68	23.2
1970	56	77.8	16	22.2	0	0.0	72	24.6
Totals	233	79.5	58	19.8	2	0.7	293	100.0
20-29	3	75.0	1	25.0	0	0.0	4	1.4
30-39	52	82.5	11	17.5	0	0.0	63	21.5
40-49	88	75.9	26	22.4	2	1.7	116	39.6
50-59	67	80.7	16	19.3	0	0.0	83	28.3
60-	23	85.2	4	14.8	0	0.0	27	9.2
Totals	233	79.5	58	19.8	2	0.7	293	100.0
Locally employed	104	85.2	17	13.9	1	0.8	122	41.6
Prov. employed	71	74.0	25	26.0	0	0.0	96	32.8
School Bd	7	100.0	0	0.0	0	0.0	7	2.4
Trustees' assoc.	2	100.0	0	0.0	0	0.0	2	0.7
CTF mem.	0	0.0	4	100.0	0	0.0	4	1.4
Professor	19	82.6	3	13.0	1	4.3	23	7.8
Grad. student	5	71.4	2	28.6	0	0.0	7	2.4
Other	25	78.1	7	21.9	0	0.0	32	10.9
Totals	233	79.5	58	19.8	2	0.7	293	100.0
Position now held								





School board members and trustees' association members indicated a 100 percent positive response to this question. However, these participants only represented 3.1 percent of the total.

One of the Course participants noted that:

*The Course was a useful experience in dealing with people much more intimately involved in the day-to-day administration of school systems.*

In many instances participants mentioned that their educational contacts which they made at the Short Course were very short lived.

#### Helped Continue My Development in the Administrative Field

Table XV summarizes the responses to the question: Helped continue my development in the administrative field.

For 32.8 percent of the respondents the Course help them "very much" to continue their development as administrators. Locally employed participants indicated that 41.8 percent were in this category of being helped "very much." This may have been because of the many areas in Canada that are decentralizing to the locally appointed administrators, and in some cases it may have been these individuals' first attendance at a national conference of this sort. The majority of participants, 64.2 percent, indicated they were only helped "to some extent" by the Short Course in relation to their professional development.

#### Furthered My Understanding of the Leadership Process

Table XVI summarizes the responses to the question: Furthered my understanding of the leadership process.

The majority of Course participants, 63.1 percent, indicated that the Course helped them in furthering their understanding of leadership "to some extent." Thirty-one point one percent of the participants responded that the Course helped them very much in understanding



TABLE XV

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH PERSONAL VARIABLE  
 COMPARED TO THE QUESTION: HELPED CONTINUE MY  
 DEVELOPMENT IN THE ADMINISTRATIVE FIELD

Variable	Very much so f	To some extent f	Not at all f	Totals f
1966	16	28	2	46
1967	19	26	1	46
1968	26	34	1	61
1969	18	49	1	68
1970	17	51	4	72
Totals	96	188	9	293
20-29	3	1	0	4
30-39	23	37	3	63
40-49	32	81	3	116
50-59	25	55	3	83
60-	13	14	0	27
Totals	96	188	9	293
Locally employed	51	71	0	122
Prov. employed	26	68	2	96
School Bd	1	6	0	7
Trustees' assoc.	0	0	2	2
CTF mem.	0	4	0	4
Professor	7	15	1	23
Grad. student	1	5	1	7
Other	10	19	3	32
Totals	96	188	9	293



TABLE XVI

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH PERSONAL  
VARIABLE COMPARED TO THE QUESTION: FURTHERED MY  
UNDERSTANDING OF THE LEADERSHIP PROCESS

Variable	Very much so		To some extent		Not at all		Totals	
	f	%	f	%	f	%	f	%
1966	14	30.4	28	60.9	4	8.7	46	15.7
1967	13	28.3	31	67.4	2	4.3	46	15.7
1968	20	32.8	40	65.6	1	1.6	61	20.8
1969	22	32.4	44	64.7	2	2.9	68	23.2
1970	22	30.6	42	58.3	8	11.1	72	24.6
Totals	91	31.1	185	63.1	17	5.8	293	100.0
20-29	3	75.0	1	25.0	0	0.0	4	1.4
30-39	17	27.0	39	61.9	7	11.1	63	21.5
40-49	35	30.2	74	63.8	7	6.0	116	39.6
50-59	26	31.3	55	66.3	2	2.4	83	28.3
60-	10	37.0	16	59.3	1	3.7	27	9.2
Totals	91	31.1	185	63.1	17	5.8	293	100.0
Locally employed	44	36.1	73	59.8	5	4.1	122	41.6
Prov. employed	29	30.2	64	66.7	3	3.1	96	32.8
School Bd	0	0.0	7	100.0	0	0.0	7	2.4
Trustees' assoc.	1	50.0	1	50.0	0	0.0	2	0.7
CTF mem.	1	25.00	2	50.0	1	25.0	4	1.4
Professor	5	21.7	14	60.9	4	17.4	23	7.8
Grad. student	1	14.3	4	57.1	2	28.6	7	2.4
Other	10	31.3	20	62.5	2	6.2	32	10.9
Totals	91	31.1	185	63.1	17	5.8	293	100.0



the leadership process.

The participants aged 20 to 29 (75.0 percent) and trustees' association members (50 percent) were the largest in this category. Participants who attended in 1970 (11.1 percent), those aged 30-39 (11.1 percent), professors (17.4 percent) and graduate students (28.6 percent) indicated that the Course did not further their understanding of the leadership process at all.

The Course did:

*Help to clarify many thoughts on educational leadership that I never really understood.*

*Indicate to me the necessity of a Superintendent having full authority in a Regional School Board.*

*Give me a much better understanding of group processes and the potential and drawbacks of this type of situation for leadership development.*

### Helped Me Solve a Job-Related Problem

Table XVII summarizes the responses to the question: Helped me solve a job-related problem.

Only 7.8 percent of the participants found that the Course helped them to solve a problem within their job situation.

Participants who attended in 1967 (15.2 percent) and those aged 20-29 (25 percent) were the highest in this category. The Course did not help 37.9 percent of those attending at all.

Many participants mentioned that:

*Rather than solving a specific problem, I really gained a variety of opinions which gave me more pros and cons to consider and to conclude that there wasn't one answer to any problem.*

*Discussion in small informal groups gave us an opportunity to hear problems of all kinds.*

The trend indicated by the individual responses to the question and the statistical analysis in Table XVII showed that 54.3 per-







TABLE XVII

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH  
PERSONAL VARIABLE COMPARED TO THE QUESTION:  
HELPED ME SOLVE A JOB-RELATED PROBLEM

Variable	Very much so		To some extent		Not at all		Totals		
	f	%	f	%	f	%	f	%	
<u>Year attended</u> <u>Course</u>	1966	4	8.7	27	58.7	32.6	15	46	15.7
	1967	7	15.2	23	50.0	34.8	16	46	15.7
	1968	4	6.6	33	54.1	39.3	24	61	20.8
	1969	4	5.9	37	54.4	39.7	27	68	23.2
	1970	4	5.6	39	54.2	40.3	29	72	24.6
Totals	23	7.8	159	54.3	37.9	111	293	100.0	
<u>Age category</u>	20-29	1	25.0	1	25.0	50.0	2	4	1.4
	30-39	6	9.5	32	50.8	39.7	25	63	21.5
	40-49	9	7.8	59	50.9	41.4	48	116	39.6
	50-59	6	7.2	51	61.4	31.3	26	83	28.3
	60-	1	3.7	16	59.3	37.0	10	27	9.2
Totals	23	7.8	159	54.3	37.9	111	293	100.0	
<u>Position</u> <u>now held</u>	Locally employed	11	9.0	72	59.0	32.0	39	122	41.6
	Prov. employed	9	9.4	49	51.0	39.6	38	96	32.8
	School Bd	0	0.0	5	71.4	28.6	2	7	2.4
	Trustees' assoc.	0	0.0	0	0.0	100.0	2	2	0.7
	CTF mem.	0	0.0	3	75.0	25.0	1	4	1.4
	Professor	0	0.0	13	56.5	43.5	10	23	7.8
	Grad. student	1	14.3	2	28.6	57.1	4	7	2.4
	Other	2	6.2	15	46.9	46.9	15	32	10.9
	Totals	23	7.8	159	54.3	37.9	111	293	100.0



cent responded to the fact that the Course did give them, "to some extent," a variety of ideas for approaching different problems, but did not give them any specific "airtight" answers to their problems. As an aside, one participant noted that, *"retiring after forty-three years in education solved all of my problems."*

### Incorporated Ideas from the Course into My Administrative Practice

As Table XVIII shows, the majority of responses, 79.2 percent, indicated that they did incorporate ideas from the Short Course into their practices only "to some extent." This is only reasonable, since most of these people have been established in their positions for a number of years and have in their own mind, a smoothly running administrative situation that they are not likely to change completely when they return from the Short Course. Some of the ideas that individual participants did incorporate into their practices were:

*The fact that I am able to put my hand immediately on the proceedings of a conference five years ago attests to the value I felt I received from attendance.*

*The Course enabled me to see teacher aspirations, salary and working condition demands in a wider perspective.*

*The role of the School Trustee in education and his role as perceived by professionals in education was presented at the Short Course and made clearer to me.*

*I used some of the small group techniques in my university classes.*

*I now involve teachers and supervisors in workshop planning. By participation they are more enthusiastic.*

*Helped me establish an attitude and a philosophy toward becoming a School Board employee.*

### Further Comments by Participants on the Attainment of the General Purposes of the Short Course

*Helped with ideas on how to get a principal to establish and defend priorities.*



TABLE XVIII

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH PERSONAL  
VARIABLE COMPARED TO THE QUESTION: INCORPORATED IDEAS  
FROM THE COURSE INTO MY ADMINISTRATIVE PRACTICE

Variable	Very much so		To some extent		Not at all		Totals		
	f	%	f	%	f	%	f	%	
<u>Year attended</u> <u>Course</u>	1966	3	6.5	36	78.3	7	15.2	46	15.7
	1967	3	6.5	39	84.4	4	8.7	46	15.7
	1968	3	4.9	48	78.7	10	16.4	61	20.8
	1969	3	4.4	57	83.8	8	11.8	68	23.2
	1970	4	5.6	52	72.2	16	22.2	72	24.6
	Totals	16	5.5	232	79.2	45	15.4	293	100.0
<u>Age category</u>	20-29	1	25.0	3	75.0	0	0.0	4	1.4
	30-39	5	7.9	46	73.0	12	19.0	63	21.5
	40-49	5	4.3	90	77.6	21	18.1	116	39.6
	50-59	2	2.4	72	86.7	9	10.8	83	28.3
	60-	3	11.1	21	77.8	3	11.1	27	9.7
	Totals	16	5.5	232	79.2	45	15.4	293	100.0
<u>Position</u> <u>now held</u>	Locally employed	8	6.6	99	81.1	15	12.3	122	41.6
	Prov. employed	6	6.2	77	80.2	13	13.5	96	32.8
	School Bd	0	0.0	6	85.7	1	14.3	7	2.4
	Trustees' assoc.	0	0.0	0	0.0	2	100.0	2	0.7
	CTF mem.	0	0.0	3	75.0	1	25.0	4	1.4
	Professor	1	4.3	16	69.6	6	26.1	23	7.8
	Grad. student	1	14.3	2	28.6	4	57.1	7	2.4
	Other	0	0.0	29	90.6	3	9.4	32	10.9
	Totals	16	5.5	232	79.2	45	15.4	293	100.0





*Increased my awareness and convictions of the necessity of involving as many resources as possible - professional, parents and pupils in the solution of problems.*

*Used some of the evaluation techniques discussed, for our team of inspectors.*

*Format of the Short Course was readily adaptable for use in many of our seminars and conferences.*

*Most of the delegates were tired, old fuddy duddies.*

*It helped me to appreciate certain problems in education and to share anxieties, concerns and possible alternatives.*

*Changed my outlook on teacher evaluation from almost "arms length" assessment to more self analysis on the part of the teacher.*

#### IV. GENERAL ORGANIZATION OF THE COURSE

The third area of the questionnaire dealt with the general overall organization of the Short Course. Table XIX summarizes the frequency of responses and the percentage of responses to these questions.

With reference to pre-course material, it was noted that "*the material was not very relevant to the Course itself.*" Of those attending the Course, 35.8 percent of the participants found this material "very effective."

The results of assigning participants to their individual groups varied from one group to another:

*My first reaction to our group was that we represented too wide a range to be effective. In fact, this was its strength. The Indian representative, the French Canadian, the small community "rep," the large community, the more and less affluent areas posed many different and specific problems.*

While in another group the comments were quite opposite:

*Our small group was generally disappointing. The participants did not generally contribute adequately to the discussion and the leaders tended to become involved in theoretical arguments among*





TABLE XIX

FREQUENCIES AND PERCENTAGES ON THE  
GENERAL ORGANIZATION OF THE COURSE  
(N=293)

	Very effective $\frac{f}{\%}$	Somewhat effective $\frac{f}{\%}$	Not effective $\frac{f}{\%}$
Guidance you received from the director in preparation for the Course	105 35.8	163 55.6	25 8.5
Method of assigning members to small groups	184 62.8	95 32.4	14 4.8
Small group procedures	183 62.5	105 35.8	5 1.7
Morning lecture sessions	179 61.1	108 36.9	6 2.0
Question and answer periods following the main address	116 39.6	162 55.3	15 5.1
The speakers	152 51.9	137 46.8	4 1.4
Morning group discussion session	148 50.5	136 46.4	9 3.1
Afternoon group sessions	144 49.1	129 44.0	20 6.8



*themselves. We needed someone skilled in developing group interaction as a group leader and able to give a much more practically orientated, less academic approach.*

*There was not enough variety in the group composition, good geographical distribution except from Ontario.*

Most of the respondents indicated a desire for a reorganization of the small groups after the first week, or even just moving from one group to another, for morning and afternoon sessions:

*We would have appreciated the opportunity of setting up groups with common problems or interests.*

The speakers at the Short Courses ranged from "very effective," 51.9 percent; to "somewhat effective," 46.8 percent. Most participants remarked that there was usually one speaker who stood out in their mind, while the others did not have much effect on them:

*Some speakers failed to challenge us at all.*

## V. YOUR GENERAL REACTION TO THE COURSE

Table XX summarizes the participants' responses to their general reaction to the Course by means of the frequency of responses and the percentages of responses.

Participants said that:

*The Course was an opportunity to "get away" from it all. The setting, meals and facilities provided an excellent atmosphere for study, discussion and companionship. A contribution to improve the mental health for all of the participants.*

*The main value of such a course is not the solution of specific problems, but an opportunity to exchange worthwhile ideas with other men in education.*

### The Course Was Worthwhile

Table XXI summarizes specifically the responses to the question: The Course was worthwhile. Of the five years involved in this study the participants of 1968 found the Course of most value to them, with



TABLE XX

FREQUENCIES AND PERCENTAGES OF PARTICIPANTS' GENERAL REACTION TO THE COURSE (N=293)

	Yes		To some extent		No	
	f	%	f	%	f	%
The Course was worthwhile	257	87.7	34	11.6	2	0.7
The Course gave me a chance to contribute ideas	205	70.0	84	28.7	4	1.4
In-service training such as the Short Course was of benefit	264	90.1	24	8.2	5	1.7
The Course provided an opportunity for gaining further understanding of educational leadership	223	76.1	63	21.5	7	2.4
The Course provided for the change of ideas among persons who came from every part of Canada	271	92.5	21	7.2	1	0.3
Your own general objectives in attending the Short Course were met	191	65.2	93	31.7	9	3.1





TABLE XXI

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH  
PERSONAL VARIABLE COMPARED TO THE QUESTION:  
THE COURSE WAS WORTHWHILE

Variable	Yes f %	To some extent f %	No f %	Totals f %
1966	40	6	0	46
1967	41	4	1	46
1968	58	3	0	61
1969	61	7	0	68
1970	57	14	1	72
Totals	257	34	2	293
				100.0
20-29	3	1	0	4
30-39	56	7	0	63
40-49	98	16	2	116
50-59	73	10	0	83
60-	27	0	0	27
Totals	257	34	2	293
				100.0
Locally employed	106	15	1	122
Prov. employed	87	8	1	96
School Bd	6	1	0	7
Trustees' Assoc.	1	1	0	2
CTF mem.	3	1	0	4
Professor	20	3	0	23
Grad. student	5	2	0	7
Other	29	3	0	32
Totals	257	34	2	293
				100.0



95.1 percent of them answering "yes" to this question. The average was 87.7 percent responding positively to this question.

Provincially employed administrators and the category designated as "Other" were the highest in relation to the Course being very worthwhile to them. They had a 90.6 percent response in this respect. One participant said that:

*The basic quality of the Course left a lasting impression. The surroundings were excellent, the discussions lively and the freedom from the pressures of the office all made the Course a top quality experience. We all need a "battery re-charging" at regular intervals.*

#### In-Service Training, such As the Short Course, Is of Benefit

Table XXII summarizes in detail the responses to the question: In-service training, such as the Short Course is of benefit. The participants indicated a "yes" response of 90.1 percent to the question. To some of the participants:

*The Course provided a psychological lift and this is important when one is employed in a position in which he is alone a good deal of the time.*

*A similarity of coast-to-coast problems rebuilt self-confidence even if solutions were not found. Just the opportunity of discussing and comparing notes make this type of conference very beneficial.*

*There is little time for superintendents to study on the job. Seminars, such as the Short Course, provide an opportunity for superintendents to think about educational ideas and discuss them with others of varying backgrounds and disciplines.*

#### Course Provided the Exchange of Ideas Among Persons Who Came from Every Part of Canada

One of the three acknowledged purposes of the Canadian Education Association Short Course is: To stimulate the exchange of ideas among persons who come from every part of Canada. Table XXIII summarizes in detail the responses to the question: Course provided the exchange of



TABLE XXII

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH PERSONAL VARIABLE COMPARED TO THE QUESTION: IN-SERVICE TRAINING, SUCH AS THE SHORT COURSE IS OF BENEFIT

Variable	Yes		To some extent		No		Totals	
	f	%	f	%	f	%	f	%
1966	42	91.3	3	6.5	1	2.2	46	15.7
1967	42	91.3	3	6.5	1	2.2	46	15.7
1968	56	91.8	4	6.6	1	1.6	61	20.8
1969	64	94.1	3	4.4	1	1.5	68	23.2
1970	60	83.3	11	15.3	1	1.4	72	24.6
Totals	264	90.1	24	8.2	5	1.7	293	100.0
20-29	4	100.0	0	0.0	0	0.0	4	1.4
30-39	58	92.1	4	6.3	1	1.6	63	21.5
40-49	101	87.1	11	9.5	4	3.4	116	39.6
50-59	75	90.4	8	9.6	0	0.0	83	28.3
60-	26	96.3	1	3.7	0	0.0	27	9.2
Totals	264	90.1	24	8.2	5	1.7	293	100.0
Locally employed	113	92.6	7	5.7	2	1.6	122	41.6
Prov. employed	86	89.6	8	8.3	2	2.1	96	32.8
School Bd	5	71.4	2	28.6	0	0.0	7	2.4
Trustees' assoc.	0	0.0	2	100.0	0	0.0	2	0.7
CTF mem.	3	75.0	1	25.0	0	0.0	4	1.4
Professor	21	91.3	1	4.3	1	4.3	23	7.8
Grad. student	5	71.4	2	28.6	0	0.0	7	2.4
Other	31	96.9	1	3.1	0	0.0	32	10.9
Totals	263	90.1	24	8.2	5	1.7	293	100.0



TABLE XXIII

FREQUENCY DISTRIBUTION, PERCENT EQUIVALENTS FOR EACH PERSONAL VARIABLE  
 COMPARED TO THE QUESTION: COURSE PROVIDED THE EXCHANGE OF IDEAS  
 AMONG PERSONS WHO CAME FROM EVERY PART OF CANADA

Variable	Yes		To some extent		No		Totals	
	f	%	f	%	f	%	f	%
Year attended								
Course								
1966	41	89.1	4	8.7	1	2.2	46	15.7
1967	45	97.8	1	2.2	0	0.0	46	15.7
1968	56	91.8	5	8.2	0	0.0	61	20.8
1969	64	94.1	4	5.9	0	0.0	68	23.2
1970	65	90.3	7	9.7	0	0.0	72	24.6
Totals	271	92.5	21	7.2	1	0.3	293	100.0
Age category								
20-29	4	100.0	0	0.0	0	0.0	4	1.4
30-39	55	87.3	8	12.7	0	0.0	63	21.5
40-49	106	91.4	9	7.8	1	0.9	116	39.6
50-59	79	95.2	4	4.8	0	0.0	83	28.3
60-	27	100.0	0	0.0	0	0.0	27	9.2
Totals	271	92.5	21	7.2	1	0.3	293	100.0
Position now held								
Locally employed	119	97.5	3	2.5	0	0.0	122	41.6
Prov. employed	88	91.7	8	8.3	0	0.0	96	32.8
School Bd	5	71.4	2	28.6	0	0.0	7	2.4
Trustees' assoc.	2	100.0	0	0.0	0	0.0	2	0.7
CTF mem.	3	75.0	1	25.0	0	0.0	4	1.4
Professor	19	82.6	3	13.0	1	4.3	23	7.8
Grad. student	5	71.4	2	28.6	0	0.0	7	2.4
Other	30	93.8	2	6.2	0	0.0	32	10.9
Totals	271	92.5	21	7.2	1	0.3	293	100.0





ideas among persons who came from every part of Canada. The results indicated by Table XXIII verify that this aspect has remained an important part of the Short Course with 92.5 percent of the participants responding "yes" to the question.

Participant after participant remarked that one of their main reasons for attending the Short Course was to: *"become more familiar with the thinking of educators within the other provinces, and to discuss relative problems with their fellow administrators."* To another participant:

*The Course broadened my philosophy of education particularly educational administration, by exposure to eminent lecturers and speakers, and through the exchange of ideas with other administrators.*

#### Your Own General Objectives in Attending the Course Were Met

Table XXIV summarizes in detail the responses to the question: Your own general objectives in attending the Course were met. Of the respondents answering this question, 65.2 percent indicated that the Course did meet their objectives. Section E, question 7 of the questionnaire (Appendix), asked that the participants indicate their objectives in attending the Short Course. The following is one personal comment by a participant:

*I went to the Course to get a shot in the arm at a rather late stage of my career and was not disappointed. I wanted to get ideas for improving my work as a curriculum leader, a personnel manager, an innovator and a participant in the professional development of teachers.*

As Table XXIV indicates those participants over the age of sixty were among the highest, 74.1 percent, in responding positively to the question that the Course met their objectives and expectations. For a new administrator:

*Having completed one year in a new position, the Short Course*



TABLE XXIV

FREQUENCY DISTRIBUTIONS, PERCENT EQUIVALENTS FOR EACH PERSONAL  
VARIABLE COMPARED TO THE QUESTION: YOUR OWN GENERAL  
OBJECTIVES IN ATTENDING THE COURSE WERE MET

Variable	Yes		To some extent		No		Totals	
	f	%	f	%	f	%	f	%
<u>Year attended</u> <u>Course</u>	1966	33 71.7	13 28.3	0 0.0	46 15.7			
	1967	27 58.7	17 37.0	2 4.3	46 15.7			
	1968	41 67.2	19 31.1	1 1.6	61 20.8			
	1969	46 67.6	19 27.9	3 4.4	68 23.2			
	1970	44 61.1	25 34.7	3 4.2	72 24.2			
	Totals	191 65.2	93 31.7	9 3.1	293 100.0			
<u>Age category</u>	20-29	3 75.0	1 25.0	0 0.0	4 1.4			
	30-39	40 63.5	21 33.3	2 3.2	63 21.5			
	40-49	77 66.4	33 28.3	6 5.2	116 39.6			
	50-59	51 61.4	31 37.3	1 1.2	83 28.3			
	60-	20 74.1	7 25.9	0 0.0	27 9.2			
	Totals	191 65.2	93 31.7	9 3.1	293 100.0			
<u>Position</u> <u>now held</u>	Locally employed	81 66.4	37 30.3	4 3.3	122 41.6			
	Prov. employed	56 58.3	35 5.2	5 5.2	96 32.8			
	School Bd	5 71.4	2 28.6	0 0.0	7 2.4			
	Trustees' assoc.	1 50.0	1 50.0	0 0.0	2 0.7			
	CTF mem.	3 75.0	1 25.0	0 0.0	4 1.4			
	Professor	15 65.2	8 34.8	0 0.0	23 7.8			
	Grad. student	5 71.4	2 28.6	0 0.0	7 2.4			
	Other	25 78.1	7 21.9	0 0.0	32 10.9			
	Totals	191 65.2	93 31.7	9 3.1	293 100.0			



*came at an opportune time to review key issues in Canadian Education on a mini basis. Then too, the Course was valuable in making added contacts with other persons representing diverse viewpoints and levels of Education in Canada.*

Other more specific objectives in attending the Short Course were:

*To develop skills in small group leadership.*

*To gain experience in the coordination of such educator-groups.*

*An opportunity to hear speakers not otherwise available.*

*To receive new ideas in the field of administration which I could apply to my own position.*

*To gain more of an insight into problem solving processes.*

*To learn how to organize in-service organizations more effectively.*

### Could You Suggest Further Objectives or Purposes for the Short Course in the Future

The Short Course is intended to serve these purposes:

1. To provide an opportunity for exploring various problems in educational administration.
2. To provide members with an opportunity of gaining further understanding of educational leadership.
3. To stimulate the exchange of ideas among persons who come from every part of Canada

In section E, question 8 of the questionnaire (Appendix) the participants were given an opportunity to suggest further objectives, or purposes, that the Short Course might take into consideration for the future, that were not really included in the intended purposes:

*Perhaps the participants could study a particular problem of national significance and prepare a proposal that could be used to influence governments at either the local or national level.*

*The C.E.A. administrators should encourage young, aggressive people to attend the Short Course. Select themes for debate that*





are relevant and contentious. Avoid the old guard that plagues educational administration in the university departments and elsewhere.

Provide the opportunity to practice skills of leadership, counselling and consulting.

I would like to see a little more emphasis placed on the "practice" of educational leadership at this Course and to obtain this by offering the opportunity of leadership in small groups during the course sessions, a sort of rotating chairmanship, perhaps.

Consideration might be given to providing a more specialized focus on problems of concern, with appropriate resource personnel available.

More emphasis on the professional development of teachers. More emphasis on the development of the community-school concept. More emphasis on the supervisor-teacher relationship. More emphasis on the developing inter-provincial, inter-regional understanding. More emphasis on how to deal with radical activists in education.

Too much emphasis in exchanging information and not enough in-depth consideration of problems, strategies and experimental approaches.

No other, or better, objectives than those already stated.

Objectives should be re-examined in the light of the needs of the clientele it seeks to serve.

The principal suggestion concerning the purposes and objectives of the Short Course, as reported by the participants, was that the Course should remain contemporary, that is, it should try to help update the knowledge of those attending, by making use of practical administrative techniques and ideas based on established and recent research.

#### How Did the Short Course Compare to Other Courses or Conferences You Have Attended in the Past Five Years

In section E, question 9 of the questionnaire (Appendix) the participants were given the opportunity to compare the C.E.A. Short Course to other similar courses or conferences they had attended within the last five years. A number of participants said that:



No Course at Banff can fail. The setting is magnificent, although the accommodation was a little spartan and the method of serving meals less than ideal. Other conferences have had a more specific agenda so that I knew more about what to expect in content and style before I arrived.

NUMBER 1. It boosted my faith in education and interest in education immensely.

Most conferences are not worth a damn, being composed of "professional conference attenders." The Short Course was no better or worse than the average.

Organization was of top quality. Opportunities to carry on discussions beyond the stated aims of the course were plentiful, and extensively utilized.

I found the Course to be superior to any I have attended. It was practical yet included the necessary theoretical and philosophical background for sound study. The length of the Course and the opportunity to live together and discuss mutual problems would set it apart from anything in my experience.

This Course was far and away the best conference that I have attended in the last fifteen years, let alone the last five, simply because it did make provision for individual involvement on a larger scale than any other conferences.

So many conferences are American orientated. It was a pleasure to discuss matters with Canadian colleagues.

The format of having distinguished speakers, questioning periods, individual group participation all added to the interest of the conference. Every available activity has been explored in order to get everyone involved.

It is difficult to compare with other conferences because of the length of the Course.

TOPS -- more time  
           more intelligent  
           more participation  
           more relaxed  
           more meaningful

This last comment summarizes quite well the overall opinions of the majority of Short Course participants who responded to the questionnaire.



## What Was the Single Best Highlight of the Short Course That You Remember

In section E, question 10 of the questionnaire (Appendix) the participants were given the opportunity to recall the single best highlight of the Short Course for them. The answers varied for each individual, from a particular speaker, such as Chief Dan George in 1970, to particular papers delivered, to the surrounding Banff area, to just the companionship of fellow educators. For one person his highlight was "relaxing in the sulphur pool (for a tired administrator), I dream of those peaceful hours."

For others:

*The opportunity to see old friends and to make new ones, and to observe the interaction between a Pentecostal from Newfoundland and an earthy superintendent from Alberta.*

*Opportunity of small group, in-depth analysis, critique, and review of educational topics.*

*Outdoor sessions.*

*Lectures and discussions dealing with students and teachers, their motivation and their attitudes.*

*Group discussions. Each member felt that his contribution was important and useful.*

*Saturday bus tour.*

*Sharing of ideas under inspirational leadership and speakers, but only possible in the residence situation.*

*Wine and cheese party. It made everyone relax and break down social barriers.*

*The informal association with many educators from across Canada.*

*The barefoot folk singer at the local watering hole.*

*In so many other two or three day conferences one is asked to do too much too quickly.*





### Participants Overall Reaction to the Short Course

Section E, question 11 of the Questionnaire (Appendix) asked the participants to estimate their overall reaction to the Short Course on a 1 to 20 scale.

Table XXV summarizes the results of this question. The largest majority estimated the Short Course between the scores 15 and 16 with the percentage being 20.8 percent and 24.6 percent respectively. Three participants rated the Short Course as being poor, while fourteen rated it as fair. The largest number of participants, 53.7 percent, estimated the Course as being excellent.

### VI. FURTHER COMMENTS ON THE SHORT COURSE

In the final question of the questionnaire, the Course participants were given the opportunity to comment on any and all of the aspects of the Short Course that were not specifically included within any other areas of the questionnaire. In many instances the comments were actually suggestions or helpful criticisms, or problems that they had while attending the Short Course.

*Group members should be required to make a presentation. Presently much of the group discussion is simply swapping descriptions of how things are done in different areas of Canada.*

*Provision for attendance of members' wives contributed to the general atmosphere created. Their attendance at sessions of their choice gave them a new dimension of their husbands' work.*

*I should like to see a theme identified with a program built around it. I appreciate that the multi-topic approach is designed to meet everybody's needs, but it can also miss some people a good deal of the time.*

*The Short Course is a plum for education staffs to attend on a seniority basis.*

*University people seem to lack the practical experience of administration.*





TABLE XXV  
PARTICIPANTS OVERALL REACTION TO THE  
1966-1970 SHORT COURSES  
(N=293)

Reaction		f	%
<u>Poor</u>	1	0	0.0
	2	0	0.0
	3	3	1.0
	4	0	0.0
	5	0	0.0
	Total	3	1.0
<u>Fair</u>	6	4	1.4
	7	0	0.0
	8	4	1.4
	9	0	0.0
	10	6	2.0
	Total	14	4.8
<u>Good</u>	11	5	1.5
	12	19	6.5
	13	17	5.8
	14	17	5.8
	15	61	20.9
	Total	119	39.5
<u>Excellent</u>	16	72	24.6
	17	29	9.9
	18	37	12.6
	19	3	1.0
	20	16	5.0
	Total	157	53.7



Realized that all of the education problems are not in Toronto.

As a resource person I felt that I learned as much as I gave, which I did not anticipate.

I met and found many new friends but they were quickly forgotten because of the lack of communication after the Course.

As a past participant, maybe it would be worthwhile for us to receive reports on the progress of future Courses.

I would like to see the Course divided into two sections. One for individuals who wish to explore areas in-depth, and the other for individuals who wish an overview and updating of administration and educational thought.

Course directors provided excellent co-operation in making available reading materials, in advising and in providing duplicating services.

Course was too broad, too vague and not enough time was spent on problems of specific concern.

Evaluation should have been done within a year.

Fewer subjects (topics) should be dealt with. Groups should change for each topic. There should be more social gatherings, getting to know people is rather important. It is stimulating to know people from all parts of our country. This to me is the most important phase of the program.

It seemed to me that each member of the Course did not have an opportunity for discussion with the trustees present as it was obvious that some found it surprising that we were fellow human beings.

The following four comments by different participants of the Short Course from 1966 to 1970 summarize the majority feelings:

If all Short Courses are of the calibre of the one I attended, there is no doubt in my mind that they should be continued and, if possible expanded. The format seemed to be stimulating and efficient. No doubt there are minor modifications that would be in order. It is my sincere hope that this very excellent conference will be continued for many years so that educators from many parts of Canada will have an opportunity to benefit from the educational opportunities that it provides.

In retrospect I find myself hopefully looking forward to the possibility of attending another C.E.A. Short Course. By comparison I have found other courses and conferences much less satisfying, primarily, I think because of the need or desire to involve too many people, to present too many topics and to "skim and forget."



. . . Regardless of my "sour grapes" I had a most enjoyable stay at Banff and believe the conference should be continued. Better planning to include flexibility, better leadership and the elimination of inexperienced theorists would help. If the Short Course folds, what is there distinctly Canadian? Let's keep it going. I had a bad experience.

I consider myself extremely fortunate to have attended; it was one of the few once-in-a-lifetime situations that a person experiences and has left me with feelings and memories that are precious to me. I have made life long friends and numerous acquaintances. I am also more acutely aware of Canada and our heritage as Canadians.





## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY

##### The Problem

The problem of this study was to determine the benefits of the Canadian Education Association Short Course to those individuals who had attended the Course from 1966 to 1970. Evaluation was based primarily on the three acknowledged purposes of the Short Course:

1. To provide an opportunity for further exploration of problems in educational administration and supervision of concern to members of the Course.
2. To provide members with an opportunity of gaining further understanding of leadership philosophies and techniques, including group processes, evaluation and communication.
3. To stimulate the intercommunication of ideas and practices between widely separated areas in Canada, and to work toward the identification of emerging principles of supervision and administration in a Canadian setting.

##### Instrumentation and Methodology

Data for this study were obtained by means of a questionnaire sent to all participants, group leaders and recorders who had attended the Short Course from 1966 to 1970. A 66 percent return was obtained by this method. The questionnaire included five major areas; personal data of the participants, Course activities and program subject matter,



attainment of the general purposes of the Course, general organization of the Course, and the participants' personal reaction to the Course. The majority of questions were multiple choice, with a number of open-ended questions, to allow the participants the opportunity to express their opinions on different aspects of the Short Course. Frequency of responses and percentages were used to analyze the results.

### The Sample

The sample used in this study was limited to those individuals who attended the Short Course from 1966 to 1970. Although the Short Course has been in operation since 1953 it was delimited to this five year period because of the large number of participants (75-80 per year) involved, and also to go back more than five years would, no doubt, have decreased the reliability of the evaluation due to the inability of the participants to recall, with accuracy, details of the Course.

Of the 442 questionnaires sent initially, 293 were returned representing 66 percent. The majority of participants, 76.4 percent, were superintendents, inspectors, directors or supervisors, locally or provincially employed. Over half of the participants, 59 percent, came from either Alberta or Ontario.

## II. FINDINGS

### Course Activities and Program Subject Matter

The majority of participants indicated that the Short Course was very interesting to them and that the Course did discuss major issues in education. To most participants the Course provided some new information and some specific ideas which were valuable, "to some extent," to their own particular administrative situations.



In certain instances the Course drew on a wide variety of different resources inside and outside of education. The Short Course was, however, viewed as not too complex nor too theoretical.

#### Attainment of the General Purposes of the Short Course

The Short Course achieved its stated goals and objectives, helped to broaden participants' contacts in the field of education and was very successful in the exchange of information and ideas. The majority of participants indicated that they were partially satisfied that they had learned new ideas, were helped in performing their work more effectively, obtained an up-dating in administrative developments, were helped in their development in administration, furthered their understanding of leadership, gained a better understanding of administrative techniques and research in education, were helped in solving a job-related problem and were able to incorporate ideas from the Course into their administrative practices.

#### General Organization of the Course

Course participants indicated that the method of assigning members to their groups, the small group procedures, the morning lecture sessions, the speakers, morning group discussions and afternoon group sessions were "very effective." The pre-course reading material and the question and answer period following the main address were found to be "somewhat effective."

#### Your General Reaction to the Course

The majority of participants indicated that the Short Course was worthwhile; giving them a chance to contribute their own ideas and providing them with the opportunity of gaining further understanding





of educational leadership and also providing for the exchange of ideas among persons from across Canada. Participants concluded that in-service training, such as the Short Course, was of benefit and that their own general objectives in attending the Course were met.

### III. CONCLUSIONS

From the findings of this study, the following conclusions may be drawn:

1. Participants did not find the Course too structured or too complex, but this fact seemed to limit, in many instances, the effectiveness of their small group sessions.
2. Many participants wanted a reorganization of the groups after one week to allow for new acquaintances and new ideas. An opportunity of establishing the groups on an interest base was also mentioned.
3. In many instances participants were able to incorporate ideas they had received at the Short Course into their administrations.
4. A more in-depth study of fewer topics was desired by many instead of covering an assortment of topics.
5. The Short Course did not really solve any actual problems, but did present different alternatives and ideas to individuals for their interpretation and use.
6. The Course provided members with the opportunity of meeting and exchanging educational ideas with people in all aspects of education and from all parts of Canada.
7. The Short Course format has been readily adaptable into other educational courses and conferences.





8. The Course was an opportunity for participants to relax with fellow educators, away from the pressures of their administrations, for study, discussion and exchanging of ideas.
9. One of the most important reasons for attending the Course was to become more familiar with the thinking of educators from across Canada.
10. Participants desired to see more emphasis placed on the practical application of the ideas they had received at the Short Course, rather than a theoretical one.
11. Short Course has stimulated a sense of Canadian unity and mutual understanding among the participants.
12. The informality and relaxed atmosphere of the Short Course is one of its greatest features.
13. It can be concluded that the Canadian Education Association Short Course has been highly successful in attaining the goals toward which it has aimed.

#### IV. RECOMMENDATIONS

1. The data gathered by the questionnaire were educators' opinions. Since opinion can change with time and experience, it is recommended that an evaluation be conducted no later than a year after each Course is held.
2. The trend should be for Course participants to be in the age category of from approximately 28 or 29 to their early forties, and preferably not any older than this for the individual to gain any practical benefits in the future from his attendance at the Short Course.



3. There should be some means of relating the Course theme, papers and results of discussions to other administrators, educators, trustees or school board members who do not have the opportunity of attending the Short Course. This could take the form of an annual publication by the Canadian Education Association.
4. The Short Course should be divided into two sections, one for inexperienced or new administrators, and the other for experienced persons who merely want a review of new educational techniques and new research ideas in the area of administration or supervision.
5. With the increase in school-community relations, non-professional persons from business and industry should be utilized to a greater extent.



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## APPENDIX

COVER LETTER, QUESTIONNAIRE AND FOLLOW-UP LETTER





February 5, 1971

Graduates of the CEA Short Course  
for Educational Leadership

Dear Educator,

The Canadian Education Association Short Course in Educational Leadership is now in its 19th year of operation. The Short Course leaders have always been concerned with valid evaluations of the program in order to improve the Course and design it to meet the changing needs of the participants.

Our records indicate that you attended the Short Course within the past five years and we are anxious to have your opinion on the effectiveness of the Short Course in assisting you in your professional work. We are enclosing a questionnaire which is designed to gather information for a study which will attempt to determine the effectiveness and success of the Short Course in terms of its three intended purposes:

- (1) To provide an opportunity for exploring various problems in educational administration;
- (2) To provide members with an opportunity of gaining further undertaking of educational leadership;
- (3) To stimulate the exchange of ideas among persons who come from every part of Canada.

In treating your answers the strictest confidence will be observed.

We certainly appreciate the assistance you can give us in this project and your cooperation in this evaluation will give us the information necessary to evaluate the Short Course on the basis of its long-term impact on the members.

Please return the completed questionnaire in the enclosed, stamped, self-addressed envelope. Your assistance in this project is very much appreciated and we will be pleased to return a summary of the findings to you if you indicate this on the last page of the questionnaire.

Yours sincerely,

W.D. Knill, Director  
1971 CEA Short Course

WDK:pk  
Encl.





An Evaluation of the Canadian Education Association  
Short Course 1966-1970

The Short Course is intended to serve these purposes:

- (1) To provide an opportunity for exploring various problems in educational administration.
- (2) To provide members with an opportunity of gaining further understanding of educational leadership.
- (3) To stimulate the exchange of ideas among persons who come from every part of Canada.

By indicating your preference on the following questionnaire it is hoped to determine the effectiveness of the Short Course in relation to these objectives.



Please answer the questionnaire to the best of your knowledge

A. PERSONAL

1. Year you attended the Course \_\_\_\_\_
  2. Age category at the present  
20-29 \_\_\_\_\_ 30-39 \_\_\_\_\_  
40-49 \_\_\_\_\_ 50-59 \_\_\_\_\_  
60- \_\_\_\_\_
  3. Position held at the time of attending the Course  
(a) Superintendent, Inspector or Director locally employed \_\_\_\_\_  
(b) Superintendent, Supervisor or Director Provincially employed \_\_\_\_\_  
(c) School Board Member \_\_\_\_\_  
(d) School Trustees' Association Member \_\_\_\_\_  
(e) Canadian Teachers' Association Member \_\_\_\_\_  
(f) Other (please specify) \_\_\_\_\_
  4. Position now held  
(a) Superintendent, Inspector or Director locally employed \_\_\_\_\_  
(b) Superintendent, Supervisor or Director Provincially employed \_\_\_\_\_  
(c) School Board Member \_\_\_\_\_  
(d) School Trustees' Association Member \_\_\_\_\_  
(e) Canadian Teachers' Association Member \_\_\_\_\_  
(f) Other (please specify) \_\_\_\_\_
  5. Province of residence at the time of the Course \_\_\_\_\_
  6. Province of residence at the present \_\_\_\_\_
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B. COURSE ACTIVITIES AND PROGRAM SUBJECT MATTER

Please indicate at the right the extent to which the activities and subject matter at the Course were realized

- |  | Very<br>much so | To some<br>extent | Not at<br>all |
|--|-----------------|-------------------|---------------|
| 1. Course provided new information           | _____           | _____             | _____         |
| 2. Course was too general for my<br>purposes | _____           | _____             | _____         |
| 3. Course was too complex                    | _____           | _____             | _____         |
| 4. Course provided me with specific<br>ideas | _____           | _____             | _____         |



	Very much so	To some extent	Not at all
5. Course was valuable for practical application in my administrative situation	_____	_____	_____
6. Course was too theoretical	_____	_____	_____
7. Course was of interest to me	_____	_____	_____
8. Course discussed major issues in education	_____	_____	_____
9. Course analyzed these major issues	_____	_____	_____
10. Program drew on a wide variety of different resources inside and outside of education	_____	_____	_____
11. Other _____	_____	_____	_____

Comment:

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#### C. ATTAINMENT OF THE GENERAL PURPOSES OF THE SHORT COURSE

Please indicate to the right the extent to which your objectives for the Course were realized

	Very much so	To some extent	Not at all
1. Learned new ideas	_____	_____	_____
2. Exchanged information and ideas	_____	_____	_____
3. Helped me perform my work more effectively	_____	_____	_____
4. Broadened my contacts in the field of education	_____	_____	_____
5. Obtained an up-dating of administrative development	_____	_____	_____



	Very much so	To some extent	Not at all
6. Helped continue my development in the administrative field	_____	_____	_____
7. Furthered my understanding of the leadership process	_____	_____	_____
8. Gained a better understanding of administrative techniques	_____	_____	_____
9. Increased my understanding of research in education	_____	_____	_____
10. Achieved, in my mind, the stated Short Course objectives	_____	_____	_____
11. Helped me solve a job-related problem			
-If possible could you please relate the type of problem you solved in relation to the Course.			
_____			
_____			
_____			
_____			
12. Incorporated ideas from the Course into my administrative practice			
-If possible could you please relate the ideas that you received at the Course and which you were able to introduce into your administration.			
_____			
_____			
_____			
_____			
13. Other	_____	_____	_____
Comment:			
_____			
_____			
_____			





D. GENERAL ORGANIZATION OF THE COURSE

Please indicate at the right your ideas of the effectiveness of the Short Course

	Very effective	Somewhat effective	Not effective
1. Guidance you received from the director in preparation for the Course	_____	_____	_____
2. Method of assigning members to small groups	_____	_____	_____
3. Small group procedures	_____	_____	_____
4. Morning lecture sessions	_____	_____	_____
5. Question and answer periods following main address	_____	_____	_____
6. The speakers	_____	_____	_____
7. Morning group discussion sessions	_____	_____	_____
8. Afternoon group sessions	_____	_____	_____
9. Other _____	_____	_____	_____

Comment:

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E. YOUR GENERAL REACTION TO THE COURSE

Please indicate to the right your most appropriate response

	Yes	To some extent	No
1. The Course was worthwhile	_____	_____	_____



- |   | Yes   | To some<br>extent | No    |
|---|-------|-------------------|-------|
| 2. The Course gave me a chance to contribute ideas  | _____ | _____             | _____ |
| 3. In-service training, such as the Short Course, is of benefit                                   | _____ | _____             | _____ |
| 4. The Course provided an opportunity for gaining further understanding of educational leadership | _____ | _____             | _____ |
| 5. The Course provided the exchange of ideas among persons who came from every part of Canada     | _____ | _____             | _____ |
| 6. <u>Your</u> own general objectives in attending the Course were met                            | _____ | _____             | _____ |
| 7. If possible, please enlarge upon <u>your</u> objectives in attending the Short Course.         |       |                   |       |

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8. Could you suggest further objectives or purposes for the Short Course in the further?

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9. How did the Short Course compare to other courses or conferences you have attended in the past five (5) years?

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10. What was the single best highlight of the Short Course that you remember?

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11. Please estimate your overall reaction to the Short Course by circling the appropriate number.

Poor	1	2	3	4	5
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Fair	6	7	8	9	10
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Good	11	12	13	14	15
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Excellent 16 17 18 19 20

Any further comments of the Short Course that have not been included in the questionnaire would be appreciated.

[illegible]



Name \_\_\_\_\_  
(If you prefer to omit your name, please do so. The only reason for requesting it is for our record keeping purposes.)

A summary of the responses to this questionnaire will be prepared prior to the 1971 CEA Convention in Montreal. If you would care for a copy of this summary please indicate below.

Yes\_\_\_\_\_ No\_\_\_\_\_

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE







March 9, 1971

Dear Educator:

On February 5 we requested that you complete a questionnaire relating to a long range evaluation of the Canadian Education Association Short Course. As yet we have not received a reply from you, and would be most grateful if you would complete the questionnaire and return it immediately. If by any chance you have misplaced the questionnaire, please let us know and we shall be pleased to forward a second copy.

If you have already returned the questionnaire please ignore this letter.

Thank you for your cooperation in this project.

Yours truly,

W.D. Knill  
Director  
1971 CEA Short Course









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